



**MAINE  
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2010-2011:** Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2011-2012 NCLB Report Card

School: Maranacook Community High Sch

SAU: RSU 38

## Contents of the Report

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# 2011-2012 NCLB Report Card



**School:** Maranacook Community High Sch  
**SAU:** RSU 38  
**Grade:** High School



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	108	105	97	53	53	47	16	37	28	19	104	1	
	2010-2011	114	112	98	52	51	50	11	41	28	21	109	3	0
Female	2009-2010	54	53	98	51	51	49	15	36	26	23			
	2010-2011	53	52	98	56	56	54	8	48	27	17			
Male	2009-2010	54	52	96	56	56	46	17	38	29	15			
	2010-2011	61	60	98	48	48	46	13	35	28	23			
Caucasian/White	2009-2010	106	103	97	52	52	48	17	36	28	19			
	2010-2011	111	109	98	50	50	51	11	39	28	21			
African American/Black	2009-2010	1	1	100			28							
	2010-2011	1	1	100			23							
Hispanic	2009-2010	1	1	100			42							
	2010-2011	0	0				45							
Asian or Pacific Islander	2009-2010	0	0				41							
	2010-2011	1	1	100			51							
American Indian or Native Alaskan	2009-2010	0	0				27							
	2010-2011	1	1	100			35							
Economically Disadvantaged	2009-2010	28	27	96	37	37	31	<1	37	26	37			
	2010-2011	29	29	100	38	38	34	7	31	38	24			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	12	12	100	33	33	16	<1	33	33	33			
	2010-2011	8	8	100			17							
Limited English Proficient	2009-2010	0	0				13							
	2010-2011	1	1	100			9							

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

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**Grade:** High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	108	105	97	44	44	45	9	35	32	24	104	1
	2010-2011	114	112	98	52	51	49	6	46	32	16	109	3
Female	2009-2010	54	53	98	34	34	43	2	32	34	32		
	2010-2011	53	52	98	42	42	47	2	40	44	13		
Male	2009-2010	54	52	96	54	54	47	15	38	31	15		
	2010-2011	61	60	98	60	59	51	10	50	22	18		
Caucasian/White	2009-2010	106	103	97	44	44	46	9	35	32	24		
	2010-2011	111	109	98	50	50	50	6	44	33	17		
African American/Black	2009-2010	1	1	100			22						
	2010-2011	1	1	100			21						
Hispanic	2009-2010	1	1	100			40						
	2010-2011	0	0				36						
Asian or Pacific Islander	2009-2010	0	0				51						
	2010-2011	1	1	100			62						
American Indian or Native Alaskan	2009-2010	0	0				28						
	2010-2011	1	1	100			32						
Economically Disadvantaged	2009-2010	28	27	96	26	26	28	<1	26	37	37		
	2010-2011	29	29	100	38	38	31	<1	38	41	21		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	12	12	100	33	33	14	<1	33	33	33		
	2010-2011	8	8	100			15						
Limited English Proficient	2009-2010	0	0				16						
	2010-2011	1	1	100			17						

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Group	Science Assessment Data																														
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students																			
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment																		
All Students																															
	2010-2011	114	102	89	48	48	44	6	42	29	23	99	3																		
Female																															
	2010-2011	53	48	91	46	46	40	4	42	29	25																				
Male																															
	2010-2011	61	54	89	50	49	48	7	43	30	20																				
Caucasian/White																															
	2010-2011	111	100	90	47	47	45	6	41	30	23																				
African American/Black																															
	2010-2011	1	0	0			19																								
Hispanic																															
	2010-2011	0	0				37																								
Asian or Pacific Islander																															
	2010-2011	1	1	100			49																								
American Indian or Native Alaskan																															
	2010-2011	1	1	100			26																								
Economically Disadvantaged																															
	2010-2011	29	27	93	33	33	29	<1	33	33	33																				
Migrant																															
	2010-2011	0	0																												
Students with Disabilities																															
	2010-2011	8	8	100			14																								
Limited English Proficient																															
	2010-2011	1	1	100			10																								

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	98	98	96	54	54	49	98	98	96	50	49	47	83	83	83
Caucasian/White	98	98	96	53	53	50	98	98	96	49	49	48	84	84	83
African American/Black	*	*	93	*	*	26	*	*	93	*	*	22	0	0	73
Hispanic	*	*	90	*	*	44	*	*	90	*	*	38	0	0	77
Asian or Pacific Islander	*	*	96	*	*	47	*	*	96	*	*	55	100	100	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	0	0	67
Economically Disadvantaged	*	*	94	41	41	33	*	*	94	35	35	30	85	85	71
Students with Disabilities	*	*	91	*	*	17	*	*	91	*	*	15	79	79	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	100	100	80

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

# 2011-2012 NCLB Report Card

## Maine Teacher Quality Data



**School:** Maranacook Community High Sch  
**SAU:** RSU 38



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	12	6	14	5	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	2

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	4.35

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.